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ABSTRACT

During Fiscal Year (FY) 1987, the Allen, Texas, literacy project assisted seven new northeast Texas literacy programs in start-up and trained tutors for the existing program and new programs. For FY 1988, the goal was to fill the perceived need for development of management skills in area literacy programs. A 2-day Regional Adult Literacy Conference was attended by 143 individuals from 63 programs. Two Trainer of Trainers' workshops were held; 33 people attended the two sessions. A handbook, included in this document, was developed for these workshops. Efforts to increase use of the Allen Public Library by literacy students and to increase student involvement in the Right to Read program were unsuccessful. (The 11-page narrative report is followed by the Trainer of Trainers' Handbook. Handbook sections cover how volunteers learn; more effective training; planning for the workshop--who, where, when, how, and why; goals of trainers; workshop objectives; program need; understanding adult learners; basic laws of learning; and teaching principles. A content outline and some informative materials for a three-session workshop are included. Attachments to the report include an index, supplementary information materials on adult learning and learners, and a brochure on the workshop.) (YLB)

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FINAL PERFORMANCE REPORT

for

Library Services and Construction Act, Title VI
Library Literacy Program

PART I

GENERAL INFORMATION

1. Name and address of organization receiving grant:

   Allen Public Library

   102 Allen Drive

   Allen, Texas 75002

2. Name and telephone number of person preparing this report:

   Barbara Buehler, Library Director

   (214) 727-0190

3. Grant number: R167A80209

4. Grant amount and actual amount expended:

   Grant amount: $25,000.00

   Actual expenditure: $23,203.30

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PART II

NARRATIVE REPORT

1. The adult literacy program in Allen, Texas has been in operation since 1982. At first it was responsible for training tutors, matching tutors and students, and monitoring program effectiveness on only a local basis. As increasing numbers of students appeared from other communities in the county (Collin), a need was recognized to establish literacy programs in those communities as well as a county-wide program to act as a coordinator and a clearing house.

   Because the Allen literacy program was successful and received a good deal of publicity, it also received many requests for information and assistance from other communities interested in beginning their own programs. During FY 1987, the Allen literacy project director was responsible for assisting seven new Northeast Texas literacy programs in start-up and trained more than 130 tutors for new programs as well as 114 tutors for the existing program.

An additional crucial need for these and other literacy programs in their infancy was identified: a need for management skills. Funding from the Library Services and Construction Act Title VI grant offered an opportunity to provide two workshops for the training of tutor trainers and to provide a regional conference which would foster an exchange of information and ideas. These elevated levels of training in management skills would strengthen and increase the effectiveness of local literacy efforts. Therefore, the goal of ALLEN II, the proposal which was funded by LSCA Title VI for FY 1988, was to fill the perceived need for opportunities to develop management skills in area literacy programs.

The objectives were to organize a 2-day regional management and tutor conference which would draw approximately 100 attendees; to develop, publicize and direct two trainer of trainers workshops; to increase by 50% the participation of functionally illiterate adults in the use of the Allen Public Library; and to increase student recruitment in the Allen Right to Read program by 15%.

2. The Regional Adult Literacy conference was organized and held February 17 and 18, 1989 at the Harvey Hotel in Plano, Texas. 143 people from 63 different programs with a variety of backgrounds attended (in spite of last minute cancellations due to ice and rain!) Literacy providers from public libraries, junior colleges, independent school districts, churches, and volunteer organizations attended, making a broad base for the exchange of information and ideas.

Notification of the forthcoming conference was widespread through the Texas Literacy Council, Adult Basic Education, Community Education, and Northeast Texas Library System programs. The first mailing was made in October to alert prospective attendees since money for travel is often at a premium.

The pre-registration fee for conference attendance was $25.00 for 2 days or $15.00 for one day. An additional charge was made for meals to cover these costs. Jane Lack of the Texas Literacy Council was the luncheon speaker on day one and two individuals, one each from state and federal welfare programs, spoke at day two's breakfast on the new educational thrust of the Department of Human Services.

The Conference Committee in charge of planning the conference were:

Director of the Allen Public Library

Director of the Allen Right to Read program

Collection Development Librarian, Northeast Texas Library System

Director of Allen Adult Education Co-op

President of Allen Adult Literacy Council

Vice President of Allen Adult Literacy Council

Workshop and speaker suggestions were solicited from the above committee and from literacy providers in Northeast Texas literacy programs. Additionally, vendors of literacy materials were invited to exhibit their materials and responded by filling two exhibit rooms. Among those materials represented were Laubach, Alphabetic Phonics and Literacy Volunteers of America. Computer software from both IBM and Apple was demonstrated.

All workshops and speakers, as well as the overall conference, were evaluated by those attending. Of the 85 evaluations returned, 40 rated the conference "excellent," 45 rated it "good." There were no "fair" or "poor" ratings; all indicated they would be interested in attending another such conference. Typical comments from attendees' evaluations are: "...plan to utilize ideas and information in my program in Tarrant County." "I've done volunteer work for years without much guidance or direction. You have certainly given me the tools to be a better literacy board member. But on a larger scope, I feel I better understand how I can strengthen volunteers." "Congratulations on a job well done! This conference gave us the opportunity to brainstorm ideas...in a multitude of program arrangements."

3. Two Trainer of Trainers workshops were held -- the first in October of 1988 and the second in February of 1989. A manual was developed by the Allen Adult Right to Read Director, also program director for this project. Thirty three (33) people attended the two sessions of approximately six (6) hours each. Each session ended with a "round table" exchange of information and collective solving of problems. The workshops have proved helpful for the networking of trainers/directors of programs.

4. Although we were unable to realize our goal of 50% increase in use of the Allen Public Library by literacy students, in several cases entire families of the literacy students did apply for library cards and began using them. Because most of the students naturally wanted to protect their anonymity, it proved to be impossible to measure their library use unless they came with their tutor and/or identified themselves.

Special "Library Night" programs planned and promoted for "after hours" on Monday evenings to encourage literacy students to come to the library resulted in no attendance for the first two programs in November and January. At that point a decision to cease these programs and instead hold a contest to encourage library use was made. The contest was planned and promoted for the month of April. Only three students participated, only one of those satisfied all the contest requirements. Grocery gift certificates were the prizes provided by local merchants. On a more positive note, more than six hundred (600) new items of literacy materials have been acquired, processed and made available for library patrons, literacy students as well as other library users. In addition to softcover booklets on topics of interest to literacy students, like "Jobs," "Cars," "Filling out forms" and "Reading the newspaper," over 100 audio cassettes and read-along booklets of simplified classic literature and biographies of well-known people, such as Walt Disney, have been purchased.

5. The final objective was to increase student involvement and student recruitment in the Allen Right to Read program by 15%. Two students were selected to serve on the Council (which had formerly had no student members) and a student newsletter, New Reader's World, was published quarterly. A retention rate of 92% of enrolled students was maintained.

The increase in enrollment did not occur. The major reason was concluded to be the tremendous downturn in the local building industry and the subsequent move away of construction workers; also the local English as a Second Language class has been strengthened and has siphoned off many of the immigrant students who had initially landed in the literacy program.

6. Expenditures were very close to the budgeted amounts, as follows:

Item	Proposed	Expended
Salaries & Fringe	$19,000	$17,769.50
Travel	700	153.60
Printing	450	430.20
Library Materials	3,385	3,385.00
Cataloging/Misc Supplies	1,015	1,015.00
Indirect	450	450.00
TOTAL	$25,000	$23,203.30

7. The impact of ALLEN II was that more than one hundred literacy practitioners from various programs and operating in various circumstances had opportunities to have their vistas broadened through pertinent speaker presentations, round table discussions and hands-on examination of materials at the conference. The only complaints were that sessions weren't long enough and that there were so many interesting topics that one couldn't attend them all.

Additionally, because of the two Trainer of Trainers workshops, thirty-three (33) potential new trainers can provide training for new tutors in their respective communities -- the old "each one teach one" adage at work.

The attempt to increase literacy student use of the public library was deemed a failure. However, the library has moved into and opened a modern, new and thirteen times larger building late in the funding year. It is hoped that this inviting building which allows more anonymity will encourage shy literacy students to venture in and perhaps discover the materials that were purchased especially to assist them.

Finally, student involvement and input has increased with the additions to the Council and with the student newsletter. Demographic changes have inhibited increases in enrollment.

TRAINER OF TRAINERS' HANDBOOK

1988-89

PREPARED BY RUTH PRINGLE, DIRECTOR OF ALLEN ISD
ADULT RIGHT TO READ PROGRAM

It is always necessary to think through exactly what you wish trainees to receive from your training.

Since the success of your program depends on the volunteers who are tutoring, as much or more than your program management, a successful training program becomes crucial. Volunteers must understand that caring is the goal in working with adults with methods and materials being a part of this caring process. The Adult Education slogan, THE ONLY DEGREE YOU NEED IS A DEGREE OF CARING, should be emphasized. Excellent, reliable, and enthusiastic tutors, who can empathize with adult students, can and will be lost from the program if only education, materials, and methods are emphasized.

Matching a student and tutor is necessary to maintain a high retention rate of both tutors and students. Matching must be done--putting any available tutor with the next student will not achieve a working relationship. YOUR FINAL RESPONSIBILITY IS TO THE STUDENT. The retention rate is a scale of satisfaction of the working relationships between your tutors and their students. In Allen we have maintained a 90 -100 % retention rate for the past five years.

Not all trainees can and should be placed with students. Every program has many other jobs that need to be done. Every trainee does need to be given a responsibility with the program if at all possible.

Usually trainees who cannot work with adults will not attend the training after the first session. Some trainees will attend all of the sessions, however, and then decide to not be a part of the program. Keep your eye out for good volunteers at all times because some volunteers (particulary older people) need special attention to feel they can be of help. A good self concept in the volunteers is necessary to build self concept in the students. Sometimes, however, both can be built together. This happening can be fantastic for all involved.

Be aware of those volunteers who brush off the information about working with adults. Adults bring a mixed bag to class--this bag must be handled in some way before the focus of the student is on learning.

Each and every person, INCLUDING TRAINERS, can learn and have more insight about working with students. We need to be reminded continually about self concept. Tutoring a student for several weeks every now and then, even when time is at a premium, makes us aware of the volunteer's and student's problems.

WHY DO PEOPLE COME TO A LITERACY TRAINING WORKSHOP?

--Have a specific person in mind they wish to help.

--Are curious about the program.

--Are motivated by their religious beliefs.

--Have a sense of personal responsibility and want to be of service.

--Because of the current publicity, some trainees come to see if they can integrate learning experiences into their businesses and/or industries.

Be prepared for some dropouts--usually better than 90% of your trainees will tutor in your program if you have done your job well.

Be aware that most of those who drop, probably would not have had the commitment to tutor.

Be prepared to encourage dropouts to work in the program in other capacities.

HOW DO VOLUNTEERS LEARN?

OBSERVATION--ASSOCIATION--PARTICIPATION

USE ANY AND AS MANY OF THE FOLLOWING AS IS PRACTICAL:

1. Use visual aids, including videos.
2. Demonstrate or have others help demonstrate/ role play.
3. Lecture, but try to break lecture with other methods.
4. Have materials out for trainees to discover, set aside a discovery time so that trainees attention is focused on the task at hand.
5. Encourage questions and use experienced tutors to answer questions. Have a question and answer period just for questions to practicing tutors.
6. Use brief personal stories to illustrate a concept.
7. Use trainee participation whenever possible. This is why training sessions need to be limited to 20 people.
8. Encourage, and then "enable" the trainee to get involved. Try, "Can I clarify or repeat?" instead of "Any questions?"
9. Have small group discussions, have them reported to the group and summarize.
10. Give adequate breaks, at varied times depending on the group, the time of day, and the length of sessions.

HOW CAN YOU BE MORE EFFECTIVE IN YOUR TRAINING?

Your style of training will be dependent on your personality, to some extent on the number of trainees (no more than 20 unless absolutely necessary), and in some cases on the trainees education and backgrounds (the more workshops that you hold in a program, the more varied the backgrounds will be). Following are some guidelines for EVERY session and EVERY style:

1. BE THOROUGHLY PREPARED.

   Practice, make sure all materials are available, and that you anticipate questions.

2. START and END on time.

   Have everything organized. PLAN. PLAN. PLAN. Give clear directions. Use every minute. Keep firm control of time schedule.

3. Ask questions and build on answers to make points.

4. Try for personal relationships. Use names if possible. Let viewpoints of trainees be expressed.

5. If you are working in teams, show respect for other members. Settle differences privately.

6. Encourage each trainee to speak clearly and loud enough for the group to hear. Don't waste time repeating questions, answers, or comments of trainees to the group.

7. Avoid reading to the trainees. They can read!

8. Eye contact is a must--you are training people not walls or curtains, etc.

9. Vary teaching techniques as much as possible.

10. Use visual aids when possible. Be aware that visual aids can detract from a workshop if distributed at the wrong time, mounted in the wrong place, or layed out to easily pick up.

11. Do not put trainees on the spot. Demonstrate to the entire group and let small groups work between themselves.

12. DO NOT IGNORE QUESTIONS OR REFUSE TO ANSWER THEM.
    -Discuss if question appears to be a group concern.
    -Answer briefly if question has been covered but not understood and offer to meet at break, lunch, etc. with trainee to discuss further.
    -Frequently the question will be covered later in the workshop. State this and tell them if their question is not answered at that time to raise the question again.

13. Mix trainees so that they can relate to others in the group they do not know. Count off and group by numbers for work sessions.

14. Do not feel inferior when there are teachers or other professional educators in the group. YOU ARE AN EXPERT IN TRAINING ADULTS TO TEACH ADULTS with this material. The best degree to have to teach adults to read is a Degree of Caring.

15. Expect to have and know how to handle problem trainees--those with special needs and characteristics which prove disruptive may:

    A. be habitually late or miss sessions or leave early.

    B. not participate because they are:

        -tired.

        -bored.

        -undereducated.

        -shy.

    C. need to explain, 'They know it all.'

    D. hold private conversations.

    E. become dominating and long-winded.

    F. be overly critical of any or every thing.

16. Maintain and project a positive attitude.

17. Have a sense of humor.

18. Be relaxed--at least appear this way, no matter how difficult it may be. (Never let them see you sweat!)

LISTEN WATCH OBSERVE

PLANNING FOR THE WORKSHOP

BASICS --Who, Where, When, How, and Why

WHO--Team or individual

1._____

2._____

3._____

This decision needs to be made by the Director of the program. In many cases only one person, often the director, is trained, has tutored, and/or is willing to train tutors.

HAS TUTORED.

These are critical (defined as: of or forming a crisis, crucial) words. DO NOT TRY TO TRAIN OTHER VOLUNTEERS UNLESS YOU PERSONALLY HAVE TUTORED. It is essential that you understand what the volunteers--and the students--are facing as tutoring progresses. Previous training (even ABE) and/or experience does not prepare you to train others to tutor.

A literacy trainer is a person who:

IS WARM AND FRIENDLY.

IS AT EASE IN FRONT OF A GROUP.

IDENTIFIES SPECIAL QUALITIES IN TRAINEES.

ENJOYS MEETING PEOPLE AND WORKING WITH GROUPS.

IS CREATIVE WITH MATERIALS.

WELCOMES NEW IDEAS AND METHODS.

HAS USED THE MATERIALS PERSONALLY.

IS ORGANIZED.

IS ENTHUSIASTIC.

REALLY WANTS TO TRAIN ADULTS.

UNDERSTANDS WORKING WITH ADULTS.

PROJECTS SELF CONFIDENCE.

ENCOURAGES POTENTIAL TUTORS.

REMEMBERS SHE IS TEACHING VOLUNTEERS.

REMINDS HERSELF THAT THE STUDENT IS MOST IMPORTANT.

MAKES A CONSCIOUS EFFORT TO IMPROVE HER TUTORING SKILLS.

KNOWS THE METHODS AND MATERIALS VERY WELL.

WHERE

( ) 1. _____

( ) 2. _____

( ) 3. _____

( ) 4. _____

( ) 5. _____

( ) 6. _____

( ) 7. _____

( ) 8. _____

WHEN--How long?

( ) 1. _____

( ) 2. _____

( ) 3. _____

( ) 4. _____

( ) 5. _____

HOW?

1. _____

2. _____

3. _____

4. _____

5. _____

HOW

How do we get volunteers?

1. Word of mouth--a friend is tutoring or a student in the program is known.
2. Publicity--remember that psychologists say that hearing (seeing) about a subject five times is necessary for most of us to make a decision about it. Fortunately most of our publicity can be duel purpose, i.e. for students and tutors. Consider who will see the publicity where. In the library direct it toward tutors. In the newspapers direct it toward both tutors and students. IF POSSIBLE, DO NOT USE THE WORD 'ILLITERATE' AT ALL. Use instead, nonreaders or low readers. Use THE WORD 'literate' only when necessary. Non-readers usually have a reader in the family, so newspaper articles, Adult and Community Education brochures or flyers and the manned booths all need to conform to the same rules. TV and radio PSA's need to be written with both tutors and students in mind.

WHY?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WHY you train tutors are the goals of the trainers.

GOALS OF THE TRAINERS

--To train participants to help adults learn literacy skills.

--To train participants in techniques proven to be effective for teaching adults.

--To instill a respect for the adults being tutored.

--To instill a respect for the existing knowledge of the student.

--To train participants to be creative and positive so that their students will reach their goals.

--To train participants of the crucial needs of nonreaders and how these needs may be affecting the society we live in.

--To train participants to be non-judgmental.

WORKSHOP OBJECTIVES

AWARENESS

Most of us cannot imagine the wide scope of illiteracy in our affluent society. Nor can we imagine how devastating illiteracy can be for an individual. Trainees must be made aware of the problems of illiterates and must be helped to understand that they, volunteer tutors, can be a part of the solution.

UNDERSTANDING THE NON-READER

Even the most skilled teacher of reading would be unsuccessful if he were insensitive to the needs, feelings, life-style, and previous education experiences of his student. (LTH) Sensitivity training for tutors is absolutely necessary.

DEVELOP TUTORING SKILLS

Wanting to help comes first. Learning how is the next step. Understanding that there is no material nor method that is good for all students, nor a core material by itself that is the answer to successfully teaching an adult to read, is part of the how of tutoring.

PLACEMENT OF TUTORS AND STUDENTS

Ideally students and tutors should "arrive" at the same time. They don't. Students are waiting or tutors are waiting for a student. Whoever places the students needs to attend most of all of the training sessions in addition to interviewing the prospective tutors.

If tutors are being trained for a special group, i.e. mentally handicapped or probationers or is cooperating with existing programs, additional training and information may be necessary.

NEED FOR THE PROGRAM

Necessity of Quoting Statistics

All of us need to be reminded that there are many who cannot read or who are poor readers. Not only do statistics justify our programs but they give us a basis from which to start. THESE STATISTICS MUST HAVE SOLID DEFINITIONS WITH EACH OF THEM TO BE BELIEVABLE. Using ambiguous language, numbers, and percentages or ways of figuring them, lead to misunderstandings and distrust. Using qualified figures for the United States, Texas, and your county or town puts them in perspective. These percentages or numbers must be from accepted and documented surveys or census figures. They must be justified, explained and talked about. For instance, giving the following data is not sufficient although correct:

1 in 5 Functionally Illiterate in U.S.,

1 in 2 Marginally Illiterate in Texas,

88% Functionally Illiterate in Texas Dept. of Corrections,

14% in Collin County,

10% in Allen,

33% dropout rate in high school.

Who says so? What does functionally illiterate mean? How were these figures gathered, by whom? Why 14% in the county and who says high school completion is a criteria to use? Why 10% in Allen?

Back up your statistics by giving the definition of functionally illiterate, marginally illiterate, and illiterate. Give the sources of the figures, how they were obtained, why some statistics can be used (census figures of no high school completion), and what the statistics may mean to your school system and for your area in terms of unemployment and welfare figures.

The statistics for illiteracy in our communities are hard to believe. Among the reasons are:

--that illiteracy is a hidden handicap.

--that it is not associated with a particular group or class of people--it touches all classes of people.

--that we have long considered the United States as very literate because of compulsary schooling. Approximately 75-80 % of the population are high school graduates.

--that we are just becoming aware of how wide spread it is because of our hi-tech society. In 1950, 83 % of the jobs were classified as crude labor and could be done by non-readers. In 1983, only 40 % of the jobs were so classified. More and more of the work in our society must be done by people with advanced degrees and very competant at reading.

[Page 5, Tutor Manual]

FACTS ON ADULT LITERACY IN TEXAS

--36% of adults 18 years and older have not completed high school (1980 Census, TEA)

--21% of those 18 years and older are functionally illiterate

+31% of those 18 years and older are only marginally competent

52% of total population in Texas is affected by this handicap

--484,000 Texans, aged 25+, have less than 5 years of schooling

TEXAS EDUCATION AGENCY, Adult Literacy Facts

[Page 6, Tutor Manual]

The 1979 report to the Ford Foundation by Carman St. John Hunter and David Harman entitled Adult Illiteracy in the United States (p. 28) states: "When we use the criterion of high school completion to help delineate the population that has not achieved functional literacy, we arrive at essentially the same figure as that arrived at by those who use competency levels, somewhere between 54 and 64 million."

WHAT ARE THE REASONS FOR ADULTS NOT HAVING LEARNED TO READ?

1. Many nonreading adults moved frequently in their early school years--some as many as 4 or 5 times a year. They moved from a school that taught phonics to one that taught sight reading, etc.
2. Some adults were out of school because of illness or the need to help support their families. They got behind and never learned the basics.
3. Others were in special classes to help them and/or were ridiculed by their peers, teachers, or principals.
4. Learning disabilities were not recognized and ways of helping the students were not known. (Dyslexia is included here)
5. Jobs were plentiful and well paid. Little emphasis was placed on learning in some areas of the country, some ethnic groups, and many families. After all, "Daddy couldn't read and he made it fine."

UNDERSTANDING ADULT LEARNERS

New volunteers must learn to empathize with their students. Empathize not sympathize. To do this the trainees need to understand what the students are like. Too many new volunteers think we are working with people lacking intelligence. This is simply not true.

[Information from A Guide for Teachers and Teacher Trainers, (NAPCAE, 1966), Robert Derbyshire, Consultant, University of California, Los Angeles.] From Literacy Trainer Handbook, Laubach Literacy Action.

Following are characteristics of undereducated adults that directly involve the attitudes and actions of tutors:

1. LACK OF SELF-CONFIDENCE--Rarely have adult students experienced success as children in school, or in work or their social life since leaving school. They often feel inadequate and unable to learn and compete in today's world.

   [Trainees should learn the importance of helping students experience success--from the first time.]

2. FEAR OF SCHOOL--past unpleasant experiences, i.e. ridiculed by the teacher or classmates for being slower than the rest of the class, rejected because of inferior clothing or his inability to attend regularly.

[Ridicule or sarcasm must be avoided at all costs. Acceptance of their clothing, language, and slowness of learning cannot be overemphasized. 'Accent the positive' (taking the word 'no' from their vocabulary) is the slogan to be repeated as a tutor walks into a class.

3. LIVING IN CONDITIONS OF ECONOMIC POVERTY--There is a direct correlation between the level of education and the level of income. Crowded conditions and noise may show up in poorly completed homework, or in no homework done at all. Poor nutrition may be the reason for short attention spans or apathy. Sleepiness may be caused by too many hours on the job or multuple jobs. Poverty may mean a handicap such as hearing impairment or vision not corrected.

   [Tutors need to be aware so the director can be informed and the student referred to a social agency.]

4. MAY BE BELOW AVERAGE IN ACADEMIC LEARNING ABILITY--

   [Use active methods and variety to avoid fatigue. Take breaks, play learning games, ENJOY HUMOR TOGETHER, anything to make the lessons something to look forward to. Have fun, and make sure the student is learning something and feeling better about himself.

5. CULTURALLY DEPRIVED--Many are unaware of libraries a few blocks away or in their town from which they can borrow books, or of museums to visit, or concerts to attend (many of these things are free). Those who do know are often afraid of them, that they will not know how to act or will be looked down on.

[Urge field trips, particularly to libraries, TOGETHER. Inform your librarians about your program and talk to as many of the personnel as possible so your tutors will feel comfortable going in with their student. Urge the tutors to have the students bring and enroll their children in the library.]

6. VALUES, ATTITUDES, AND GOALS MAY DIFFER FROM UPPER AND MIDDLE CLASS NORMS--Cultural environment influences social values, attitudes, and goals. Criticism will turn the student away.

[Consider the following questions posed by Rosemary Wilson, Assistant Director, Curriculum Office, School District of Philadelphia:

--What is it like never to hear standard English spoken in your home or community?

--What is it like never to have a newspaper, book, or magazine in your home?

--What is it like to never have seen anyone in your home write anything?

--What is it like never to have had anyone tell you a story or read to you when you were little?

--What is it like never to have had anyone speak to you except in terms of abuse?

--What is it like to never have traveled more than a few miles from your home?

This question needs to be added:

--What is it like to move to three, four, or five schools each year, try to make new friends, understand new teachers, and attempt to succeed while attendance is haphazard?

7. WEAK MOTIVATION--(quoted from LTH)

"Motivation of undereducated adults is low because of their life history of failure to achieve the recognized American values of success, efficiency, practicality, work, equality, and freedom. They are easily discouraged, and frequently exhibit an attitude of almost complete resignation because of these repeated failures."

"Most men and women who are involved in learning activities have one thing in common: They don't have to be there and may leave whenever they like. This lack of a compulsory aspect makes adult education a direct challenge to the ability of the teacher to motivate and interest his/her students."

[Motivation probably is the most basic element of learning. It moves you toward your goal, makes you want to understand, and to gain a new skill. Motivating factors vary but these are of particular signifigance for literacy students because of the:

--need for recognition.

--need for self-confidence.

--need for security and acceptance.

--need to help others.

--need to succeed.

Goals can be deceptive. Remind the tutors that the goal of the student SHOULD be the tutor's goal.

8. UNUSUALLY SENSITIVE TO NONVERBAL FORMS OF COMMUNICATION--undereducated adults anticipate nonverbal communication and watch for it.

[Help trainees become aware of their own body language and facial expressions and what they are 'telling' the student. (TM pp. 14-20)

9. FEELING OF HELPLESSNESS--Signs of helpless feelings in students may be hostility toward material being taught, persistent bewilderment or blocking, absence of attention, procrastination or "forgetting", or the inability of starting or continuing work alone.

[If the tutor can recognize these signs for what they are, he/she can react positively by building self-esteem. If not recognized, the tutor may become angry and very negative.]

10. VARYING LEVELS OF INTELLIGENCE--Our students are not stupid. After all, they have learned to live in a reading/writing society by their wits and cunning.

[Make sure your trainees make expectations that are realistic. YOUR NEW TUTORS MUST UNDERSTAND THAT THE TUTOR MUST EXPECT AND SHOW HE/SHE EXPECTS THE STUDENT TO LEARN.]

11. "LIVE FOR TODAY" PHILOSOPHY--Long range planning is not a part of undereducated adults thinking. Food, shelter, and clothing must be for today.

[Tutors must arrange for immediate awards. Success must be immediate even if it is small. We all need 'warm fuzzies'.]

12. HOSTILITY TOWARD AUTHORITY--Possible unhappy experiences with authorities (police, 'boss', teacher, or principal) may produce unwanted results unless the tutor projects him/herself as a friend helping the adult learn rather than a teacher teaching at him.

13. UNACCEPTABLE BEHAVIOR--Ways of behaving in a student's family or peer group may be acceptable but not acceptable to a tutor, i.e. language.

[Silent criticism may set up a serious barrier between student and tutor. Be positive--concentrate on the fact that the student does as well as he does, despite his handicaps. Do not, however, accept rude or aggressive behavior.]

14. RETICENCE--Many students have trouble expressing themselves. It may not be that they do not know the answer or do not want to answer. They may be shy. Or maybe no one has shown an interest in them before and they do not know how to cope.

[Tutoring one to one helps eliminate this but trust in the tutor, caring of the tutor, and self-confidence of the student as he begins to learn will help the student open up.]

15. NEED FOR STATUS--Each of us needs to be accepted as an individual. This includes the name we use. Ask what the student wishes to be called and use that name. If the student is older always begin by calling, "Mr. _____", "Miss _____", or "Mrs. _____". Do not use words as "boy"; We are trying to build self-concept.

    [Again tutoring one to one helps. A more personal relationship is set up.]

16. TENDENCY TO LOSE INTEREST--Adult students will leave the program if their needs are not met.

    [The tutor must make the lessons interesting, make the student excited about learning, and meet the special needs of the student. Part of this is the student's responsibility, but the tutor must encourage the student to participate, bring materials to read, etc.]

BASIC LAWS OF LEARNING

Taken from Guide for Teachers and Teacher Trainers(NAPCAE 1966), Robert L. Derbyshire, Consultant, University of California, Los Angles (LTH).

A. LAW OF DOING

Students do not learn from what teachers do, but as a result of what teachers get them to do. (TT p 68) Students and tutors must both understand this. The student must be involved in the process of learning.

B. LAW OF EFFECT

(Nothing succeeds like success.)

People tend to accept and repeat those responses that are pleasant and reject the annoying ones. If the student expects to learn, and finds he is learning and enjoying it, he will continue in class.

C. LAW OF PRIMACY

First impressions are the most lasting. First classes are very, very important.

D. LAW OF EXERCISE

The more often an act is repeated, the more quickly a habit is established. In your mother's words, "Practice makes perfect." If the practice is right, of course.

LET'S ADD ANOTHER LAW:

E. LAW OF THE UNSURE AS A TUTOR or WHAT OR HOW TO DO SOMETHING?

Put yourself in the role of the student.

MORE TEACHING PRINCIPLES

a. Never assume that your student knows. Make him prove it. Do not ask questions that can be answered,"Yes," or, "No." Make sure he thinks through the answer before giving it.

b. If he knows it already, and you know he knows it, DO NOT TEACH IT. Do check rapidly and then continue on.

c. Prevent strain. Judge the length of the lesson by the student. Do not tire him or make him struggle. Eliminate noise , if possible, and use comfortable tables and chairs or desks.

d. Use proper sequence of steps. Do not wander around in the core material. When using other materials, emphasize concepts used in core material. Obviously, if you are teaching by language experience or from forms, this is not possible always. Teach either of these by sight and return to core material. If you are using Literacy Volunteers of America method of language experience, follow the proper sequence suggested by the TUTOR as much as possible.

e. Insure success. Help the student set short term goals and keep records of his progress. Praise him constantly, but only when deserved. Ask him for answers he does know -- do not set him up to fail.

f. Review. Do not review using the same process as it was taught. It has been said that students need to use a word 25 times to make it their own. Make sure they can transfer the knowledge learned in the core material to other materials.

g. Provide additional reading material. Have the student provide materials to read.

THINGS TO REMEMBER

1. This is not the only way to present a tutor training workshop. Adjust method of presentation, style of presentation, and your presentation materials to fit your own needs and personality (you need to feel relaxed and confident) and the needs of the tutors and students in your local area.

   You must cover these three:

   --Literacy facts and figures,

   --Sensitivity toward adult students,

   --Methods and materials so the tutors do not panic. Focus on the first class or classes. Every little thing does not need to demonstrated nor explained nor practiced. Tutors will learn how to work with their students. Creativity in presentation within the guidelines of the method needs to be emphasized. A STUDENT WILL SELDOM STAY WITH THE PROGRAM IF ONLY THE CORE MATERIALS OF ANY METHOD ARE USED WITHOUT ADDITIONAL AND CREATIVE PRESENTATIONS.

2. Throughly cover and demonstrate beginning method on:

   --Laubach Skillbook 1 and explain Skillbook 2. (TM pp 41-42)
   Overviews of all Laubach Skillbooks. (TM pp. 42-44)

   --LVA method and materials.

   --Challenger, if you plan to use this material.

   --Duet Reading.

   --Neurological Impress.

3. PLAN--ORGANIZE--SCHEDULE

You are to teach your tutors so well that the students do not know the tutors have not worked with a student before. If you can do that, when the students read body language as well as they do, call us all for your next tutor training.

Tutors aren't so lacking in body language skills that they do not catch on to new trainers, or for that matter, to mixed up or sloppy trainers either.

You must start and end on time. You can't leave anything out. Schedule, time, and hold the schedule.

SESSION 1--Three part workshop

HANDOUTS
Tutor information blank
History

1. History of the program or why you are beginning a program.
2. Literacy facts and definitions. TM pp. 2-10
3. What does it mean to be functionally illiterate? TM pp. 10-13
4. Sensitivity Training, listening and body language.TM pp. 14-19
   Break--usually the tutor's body language indicates this.
5. Give many chances to succeed. Create a safe environment.
   Do not judge. #1 reason for failure. TM p 20
6. Materials and methods, overall. TM pp. 21-24
7. Five vocabularies. TM p. 25
8. About evaluations--some type must be given for statistics for your program, to place students in method, and/or to place student at level. TM pp. 26-27
9. Objectives, student and tutor. TM pp. 28-30
10. Student agreement. Commitment must be made. TM p. 31
11. Sounds, practice. TM pp. 33-34
12. Four simple rules for pronouncing most words. TM p. 35
13. Syllibication. TM p. 35
14. LESSON PLAN. TM p. 36
15. Summary (Positive Characteristics) TM p. 37

IF TIME IS SHORT, 12, 13, AND 14 CAN BE GIVEN NEXT TIME.

SESSION 2 (3 Hours)

1. Answers to questions, comments.
2. Opening - Difference between children and adults.
3. Explanation of LIFT, alphabetic phonics, method. Or, a discussion on using multisensory approach. Demonstrate single sound spelling, saying the letter each time it is written, and "air" writing. TM pp. 38-39.
4. LAUBACH instruction. TM pp. 41-42.

   Ameruss demonstration-Do not let trainees see Skillbook 1 Training Charts until after this demonstration. Using longer story chart:

   1. Ask trainees to read the chart. Allow them to guess. Explain that, although they do not know the letter symbols, as readers they will recognize certain clues which tell them something about the story.
   2. Through questioning, try to elicit the following:

      --Sentences? (8)

        How do you know? (periods)

      --Direction read? (left to right-placement of periods)

      --Number of paragraphs? (2, because of the space)

--What else do you notice? (repetition)

Repetition is a characteristic of language. In English

-10 words account for 25 % of all the words used.

-100 words account for 60 % of all the words used in reading and writing.

--What parts of speech are various words? (verbs, nouns, articles)

Tell trainees that this language is Ameruss--English (American) words written with Russian symbols. To eliminate frustration and make it simpler, you will demonstrate Ameruss in a way similar to the way they will teach non-readers.

3. Demonstrate the charts with trainees as the students.

Use the EXACT METHOD used in Skillbook 1 Tutor's Manual.

To teach letter names use the following:

/b/	(boy)	bay
/sh/	(ship)	shaw
/l/	(ladder)	el
/ch/	(chair)	chay
/r/	(rope)	air

First chart may be taught with or without the names of the letters. (But to demonstrate the method used for the Skillbook 1 charts, it is best to teach the names.)

Continue by teaching the reading of the second chart following the methods in Skillbook 1. Remember, known to unknown. Leave symbol chart in place beside the story as you use it. Then continue with the third chart.

3. Discuss how the trainees felt when story was introduced. Frustrated? Angry?

   Discuss how they felt when the keys to reading the language were given.

4. Discuss techniques used.

   a. Left to right pattern

   b. Picture-symbol relationship

   c. Use of multisensory approach. The student hears, sees, and says each new sound and later will write it. (For the dyslexic individual, letter can be written in 'sky writing' and the individual letters from the writing page done as each letter (sound) is introduced saying the letter name as the letter is written.)

d. Careful use of hand movements to guide the student. No pointers, pencils, etc. to guide the students. Touch the letters, trace the letters, or underline the words with your hand.

e. Stand on right side to not block visual clues.

f. ALWAYS move from known to unknown.

TEACHING SKILLBOOK 1

Sometimes it is best to move right into the demonstration on Skillbook 1 following the presentation of the chart. At other times, an overview makes people feel more comfortable. An overview of the book is necessary at the beginning or end of the demostration. You may find putting it at the beginning makes people uncomfortable. The reason is that 'too much' is given too fast.

OVERVIEW

Explain that there are four books in the series. Book 1 introduces many basic reading skills and will give a student who cannot read or who does not know the letters a positive experience. THE STUDENT READS A STORY THE FIRST NIGHT. Emphasize the 'introduces' part, the student is not expected to master the skills perfectly until later books.

a. Reading

--name and one sound for each letter

--blending sounds to form words

--fluent reading

--adding s and 's to familiar words

--simple puncuation

--simple comprehension

--recognition of numbers to 100

b. Listening

--identifying individual sounds in spoken words

c. Writing

--small and capital letters and numbers

--missing words and letters

--simple words from dictation

--name, address, and phone number

Mention the Checkup (remember no tests), the diploma, and the correlated reader, In the Valley.

DEMONSTRATE CHART 1

Place Chart 1 and Story 1 in front of the trainees. Explain these will be done as in the Ameruss demonstration. You act the role of the tutor, the trainees the role of the student. Stress that there is a reason for everything we do and say. This is a very structured method. (If you are working as a team, have the other team member act as student. You can then teach two letters and have the trainees join you in teaching the 'student'. Working in a group is always more comfortable than beginning individually.)

1. Always use your hands or fingers. Have trainees watch your hand movments. Emphasize tracing the letters each time, putting your whole hand under the word, and the movement up and down the chart.

2. Emphasize listening to what you say--PRACTICE IT UNTIL YOU SAY IT PERFECTLY. IT IS A STRUCTURED METHOD AND IS DONE THIS WAY FOR A PURPOSE.

Follow this cue sheet:

This is a _____ with _____. Say _____.

This looks like a _____ with _____. Say _____.

This is the word _____. Read _____.

_____begins with the sound __. Say __.

Again. Again. Again.

The sound of this letter is __. The name of this letter is __. Say __.

Again.

(Review): What is the sound of this letter?
What is the name of this letter?

NOTICE:

Everything in Laubach material is done for a reason. Make sure you mention and discuss the obvious things on the first lesson.

1. This is a _____ with _____. (A picture is "recorded" to remember later.)
2. Say _____. (Telling what the picture is--review.)
3. This looks like a _____ with _____. (Describes the letter. Places the letter on top of a picture.)
4. This is the word _____. READ this word. (The tutor is here to teach the student to read. Do it now. Psychology of positive accomplishment.)
5. _____ begins with the sound __. (Known to unknown; not __ begins the word _____.)

   Say __. Again. Again. Again. (Reinforcement for the student and the tutor has a chance to make sure the sound is correct.
6. The sound of this letter is __. The name of this letter is ___. (Known to unknown.)

   Say ___. Again. (Reinforcement.)
7. What is the sound of this letter? (Review.)
8. (Do not cover the picture.) What is the sound of this letter? (Next letter up on chart.)
9. What is the name of this letter? (Down the chart. Learning telephone book skills skills--alphabet in sequential order.)

Remind tutors that the letters and sounds do not need to be perfect. The sounds and letters are being INTRODUCED. These sounds and letters will be worked on for two books.

INTRODUCE: Lesson 1 , Chart 1, page 3 by placing your hand under each of them, saying each, and having the student READ it after you.

STORY 1--Remind tutors to go from the known to the unknown. Teach page number.

WRITING--Show the tutors the three patterns of letters, the first the correct letter, the second how to make the letter, and the third a letter to trace over. Suggest the tutor ask the student what sound the letter makes, what the keyword is, and what the letter is. Remind the tutors that while the student is printing the letter across the page to have student say the name of the letter out loud.

HOMEWORK--Tutors must give directions on homework, even in Lesson 1, and have the student demonstrate that he knows how to do the homework.

SHOW THE CHARTS FOR ALL OF SKILLBOOK 1, EXPLAINING THEM EACH AND GIVING THE SOUNDS WITH THE PICTURES. The last two charts have the capitals and are keyed to names (names are always capitalized).

OVERVIEW OF THE ENTIRE SERIES

Using TT pp 42-44 and charts show the entire series.

PRACTICING

Various factors in your workshop will vary how and the length of time you allow to practice. If you are working as team, or if there are trained tutors helping you who can do the method satisfactory, you may wish to divide the entire group into small sections and begin by having the entire group teach their student [tutor or trainer]. With familarity with the material, ask for someone in each group to teach the group or divide into pairs and each pair practice in turn. Do be there to answer questions as they come up and go from group to group. Errors that you hear should be noted and talked about AFTER the practice, without pointing at any one or any group. REMEMBER--You must build self-confidence in your tutors.

SUMMARIZE THIS SECTION OF MATERIAL

Point out the areas of the material that YOU feel are important. Include these but add to this list:

1. Laubach method is easy to use. With a little preparation time all necessary areas are covered. Nothing is left for the tutor to forget.
2. The Teacher's Manuals are clear and concise. There is no having to hunt for answers. Use the skill charts in front of each manual to quickly search for answers.
3. Laubach can easily be adapted to an even more structured method to help adults with learning disabilities, without telling the student. The student knows he has a problem, it does not need to dwelled on.
4. Additional lessons (both supplemental and accelerated) are included in the back to help the tutor.
5. Discriptive terminology is used to describe the shapes of the pictures, making the pictures and letters easier to remember.
6. MOST IMPORTANT: It is a positive material that helps the student:
    a. by using only one sound for each letter until the student has made some progress.
    b. by the use of repetition allowing the student to learn many sight words.
    c. THE STUDENT READS THE FIRST SESSION. He also writes the first lesson.

NEGATIVE ASPECTS OF USING LAUBACH METHOD AND MATERIALS

As a method for learning reading, Laubach is obviously one of the most successful. We have found, however, that it must be supplemented. This is true of all methods. Many of the adult students were bored in school and could not see the relevance of the school work. Adults will work for a short period of time learning the 'rules and regulations' of reading exclusively. The tutor must add many additional things to the learning experience--hopefully student oriented. As a tutor gets excited about the student learning, most of this learning experience comes automatically.

As with all other methods and materials some tutors and students do not effectively use the Laubach method. Tutors occasionally rebel at the highly structured form and do not think adults need this. Some adults do not, but some tutors must have the necessity for a structured method impressed upon them (usually after the first session). For those adults who do not need the structure, the method certainly will not hurt anyone for the first 5 lessons. After that it might be eased slowly and only a very little at a time. STRUCTURE LENDS SECURITY. SECURITY LENDS ITSELF TO CONFIDENCE, AND SELF-CONFIDENCE EXCELLERATES THE LEARNING EXPERIENCE.

Creative teaching/innovative material section may be presented in this session. See p 52.

Close the session with a summary, such as an overhead on COMPASSION, by Frank Laubach. See index for possible overheads.

SESSION 3

EXPLAINING ABOUT THE LITERACY VOLUNTEERS OF AMERICA METHOD AND MATERIALS

It takes much less time to explain about Literacy Volunteers of America (LVA) method when it follows the Laubach method. The tutors understand the terminology of phonics, key words, etc. It does need to be approached not only as an alternative method but as a supplementary method to Laubach.

The basis of LVA is the language experience story progressing to phonics. A language experience story is a story that the student tells the tutor. The tutor writes the story (in the student's vernacular) and teaches the words to the student. In other words the student learns the words he is familiar with and knows the definitions of, and usually will gain a great deal of self-confidence in a short period of time.

The LVA method is particularly valuable to use with a student who has had a very bad experience in school and is afraid of books as well as for the student with a minus zero self-concept. The student realizes that he DOES have something to say and will consider his story and words worth learning.

Language experience (LE) is described on pages 47-49 of the TM. Do include TM pp. 50-54 when explaining LVA. YOU ARE BEGINNING IN SIGHT WORD APPROACH. Laubach also begins (story) using sight words but sight words are only introduced not mastered. Trainees must understand sight word teaching is a part of LVA.

Trainees must have these things impressed upon them:

1. Contextual treatment of all words is necessary.
2. The tutor can not assume the student can use the words in another context. This is taught usually by using known words in a variety of sentences. Newspaper work can be valuable here.

Once a sight reading vocabulary has been established, the LVA method begins phonics and word patterns. Explain to the trainees that the key words for sounds are selected by the student from his sight vocabulary. Demonstrate making the phonics cards.

Word patterns are a part of moving from sight words to phonics. New words are added by going from a known word to an unknown word: if a student knows the word 'sat' it is a short step to his learning 'mat' or 'fat'. Word patterns are also a valuable spelling help.

The LVA method is often more difficut for the tutor to use. You, as a supervisor, must depend on the tutor to do all that is necessary, e.i., teaching the purpose of a period. Many tutors, in fact most tutors, miss teaching things because 'that is so simple'. The tutor gets involved in teaching words, forgetting that a vowel can make multiple sounds, and often confuses a student. Often mechanics of reading and spelling are forgotten.

LE and the sight word method are valuable tools to use but must be used correctly. The experience of the Right to Read Program has been that the Laubach method, used with LE, sight word cards and work, and word patterns, is the winning combination for our tutors and students. The Program does use the complete LVA method and the tutor is asked to follow the TUTOR carefully.

SYLLABICATION

Tutors need to be reminded (taught) about the division of words. It is in the manuals but always comes up ahead of time. Use TM pp 55-56 for simple understanding and the rules which cover most situations.

DUET READING AND NEUROLOGICAL IMPRESS

These two methods are used with the Laubach, LVA, and any other method you may be using. THEY WORK. Use TM, p 58, to demonstrate, or any other similar material. This page reinforces facial expression/body language work in the first session. TM, pp 57-59.

CREATIVE THINKING AND TUTORING

Tutors 'must have your permission' to be creative. Up to this point emphasis has been on following the manuals. The manuals must be followed but---

NO STUDENT
WILL REMAIN IN THE PROGRAM
WITHOUT ADDITIONAL MATERIAL
AND INNOVATIVE WAYS OF PRESENTING THE MATERIAL.

Some ideas and suggestions must be given to help a tutor start. Many tutors will not leave this information because of fear, so a variety needs to be presented.

The realization of tutors not presenting creatively followed the article in the "Literacy Advance" about packets. Over 200 programs (Directors or tutors) wrote asking to buy a packet. It clearly said, "made by the student with tutor's help." Many tutors wrote that their students needed something to keep them interested but the tutor had no idea where to start.

The section, INNOVATIVE MATERIAL, TM, pp 60-62, is intended to help a tutor start thinking creatively. This list is suggestions only--additional ideas are added to this list as the tutors find innovative ways of working with the students.

WRITING AND SPELLING

You know there is a reading-writing connection. Your tutors may not realize the connection without an explanation. More needs to be said about reading-writing-spelling than is in the manuals.

Communication is the final objective of reading and also of writing. Spelling is used to make this communication possible. TM p 23.

Beyond that is the student's use of writing on the GED test. See TM pp 64-67.

Teach the tutors to begin immediately on writing and spelling. This does not mean a spelling list--rather it can mean giving a sound for the student to 'spell' or a language experience story written down to convince the student that he has something to write about. (Right to Read uses the "New Readers World" to publish student writing.)

MAXIMIZING A LEARNER'S RETENTION

The teaching process is stated in a slightly different way on pp. 68 of the TM. Graphically presented, it seems to be more easily understood. Seeing-hearing-doing-saying in one process is essential for a rapid learning situation.

SPEECH PATTERNS

Interference between spoken language and 'standard' or written English needs to talked about. Many educated people do not listen to the language they or their peers speak. After all, they know better. Y'all do, don'tcha?

A tutor's effectiveness will depend upon being able to recognize the difference between reading errors and interference of spoken language. Some prospective tutors have a hard time with this concept. Emphasize again about not being overly critical. Very, very, very few of us speak in standard English although our written work may be impeccable. DO NOT TOLERATE THE COMMENTS BLAMING SOME PRONUNCIATIONS ONLY ON RACE OR ETHNIC GROUP! (Make a note to 'tag' that tutor either as 'no tutoring', or if you have to have her/him, as a critical tutor to set up. Be extremely careful about placement with this tutor because his/her CARING DEGREE is mail order, not real.

See TM, pp78- 81. but do make a list from your locality to add with these speech patterns.

COMPREHENSION

Urge tutors to begin comprehension from the first lesson by asking questions or looking for answers in the material THAT YOU READ TO THEM.

Many of the adult students have comprehension of auditory work but do not when they read. The problem of spending the first three grades learning to read and then being expected to read to learn faces the adults at this point. Teach them to look for the parts of comprehension--who, what, when, where, how, and why. TM pp. 83-85.

LISTS--WHAT TO DO WITH THEM

The three lists included in the TM pp. 86-93 are intended to be used as needed. Before a student enters the GED program he/she needs to know and spell the 300 most frequently used words TM pp. 86-87, as well as being able to read the functional list TM, pp. 88-92. The form list in its simplest form must be taught by sight word almost immediately so future job applications can be filled out.

PROFILE OF A GOOD TUTOR AND INSTRUCTIONS TO THE TUTOR

These are good summary statements for the workshop. The profile summarizes what you have been talking about in sensitivity training for three sessions. The instructions remind the tutor of additional points talked about and include special instructions for YOUR program such as, the contact hours, etc.

Your tutor training must be uniquely your own. It must:

--reflect your personality or personalities,

--inform the tutors about your materials,

--make the tutors aware of the illiteracy problem in your locality as well as the state and nation,

--help your tutors understand about the non-reader and working with him/her,

--develop tutoring skills in your tutors for YOUR students.

One clue to use in your program is: REMIND YOURSELF AND YOUR TUTORS THAT THE STUDENT ALWAYS COMES FIRST. If you and your program care about the student above all else, YOUR TUTOR TRAINING AND YOUR PROGRAM WILL BE A SUCCESS.

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About People

Do not walk behind me,
I may not lead.
Do not walk ahead of me,
I may not follow.
Let us walk along side by side,
That together we may solve the problem.
- from the Lakota Indian Center, Alliance, Nebraska

For when people work together the unknown between them disappears. Something we can do together for a common goal is within the reach of all of us every day, even in our families and our neighborhoods.

When we do this we discover the one power prejudice cannot long withstand; the experience of working together, the experience of the goodness in others.
- from There Are No Strangers Left on Earth,
University of Judaism

A student is not a vessel to be filled, but a lamp to be lighted.
- Anonymous

The greatest good we can do for others is not just to share our riches with them but to reveal their riches to themselves.
- San Fernando Literacy Council

Loving people means summoning them forth
with the loudest and most insistent of calls;
It means stirring up in them a mute and hidden being
who can't help leaping at the sound of our voice -
To love someone is to bid him to live,
invite him to grow.
Since people don't have the courage to mature
unless someone has faith in them,
we have to reach those we meet
at the level where they stopped developing,
where they were given up as hopeless,
and so withdrew into themselves
and began to secrete a protective shell
because they thought they were alone and no one cared.
They have to feel they're loved very deeply and very boldly
before they dare appear humble and kind,
affectionate, sincere and vulnerable.
- from That Man is You, by Louis Evely

About Teaching

In spite of our attempt to make teaching into a science, in spite of our attempts to invent teacher-proof materials, and even in spite of our attempt to create "relevant new curricula" one simple fact makes all of this ambition quite unnecessary. It is as follows: When a student perceives a teacher to be an authentic, warm and curious person, the student learns. When the student does not perceive the teacher as such a person, the student does not learn. There is almost no way to get around this fact, although (we) try very hard to ... Our failure to place affection and empathy at the center of the education process says something very grave about us, and I do not think it will be of much value for us to persevere unless we can learn to love our technology less and ourselves more.

- Neil Postman, professor of English education
  New York University

If your project is for a year, sow a seed.
If it is for ten years, plant a tree.
If a hundred, teach the people.

If you reap once only -- it will be a one-time thing.
Planting a tree, it will be tenfold.
Teaching the people, the result is a hundredfold.

If you give a man a fish, he will be nourished once.
If you teach him to fish, he will feed himself and his family all his life.

- Chuang Tzu, a Chinese Taoist philosopher,
  written 26 centuries ago

Then said a teacher, "Speak to us of teaching." And he said, "No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge. The teacher who walks in the shadow of the temple among his followers, gives not of his wisdom but rather of his faith and lovingness. If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind."

- Excerpt from The Prophet by Kahlil Gibran

About English

We'll begin with a box, and the plural is boxes,
But the plural of ox should be oxen, not oxes.
Then one fowl is goose, but two are called geese.
Yet the plural of moose should never be meese.
You may find a lone mouse or a whole lot of mice.
But the plural of house is houses, not hise.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
The cow in the plural may be cows or kine,
But the plural of vow is vows, not vine.
And I speak of foot and you show me your feet,
But I give you a boot...would a pair be called beet?
If one is a tooth and the whole set are teeth,
Why shouldn't the plural of booth be called beeth?
If the singular is this and the plural is these,
Should the plural of kiss be nicknamed kese?
Then one may be that, and three may be those,
Yet the plural of hat would never be hose.
We speak of a brother, and also of brethren,
But though we say mother, we never say methren,
The masculine pronouns are he, his and him,
But imagine the feminine she, shis, and shim!
So our English, I think you will all agree,
Is the trickiest language you ever did see!

- Why English is Hard

Remember when hippie meant big in the hips,
And a trip involved travel in cars, planes and ships?
When a pot was a vessel for cooking things in,
and hooked was what Grandmother's rug may have been?
When fix was a verb that meant to mend or repair,
and "be-in" meant merely existing somewhere?
When neat meant well-organized, tidy and clean,
And grass was ground cover, normally green?
When groovy meant furrowed with channels and hollows,
And birds were winged creatures, like robins and swallows?
When fuzz was a substance real fluffy, like lint,
And bread came from bakeries, and not from the mint.
When roll meant a bun, and rock was a stone,
And hang-up was something you did with the phone?
It's groovy, man, groovy, but English it's not.
Methinks that our language is going to pot!

- Author unknown

About Literacy and Reading

Underprivileged, disadvantaged, undereducated -- these are just a few of the words used to describe men and women who are poor and have had little schooling. Teachers would be wise to add a new word to their thinking: underestimated. During recent years, since more and more students have moved into adult basic education and high school completion programs, teachers have found that disadvantaged adults have strengths, talents, contributions to make -- as well as obvious needs and weaknesses. When we consider them only as needy individuals who require our special help, it is easy to feel superior and condescending -- an attitude which they sense and deeply resent. If we really want to help, we must also look for and honor their unique talents, thus boosting their already shaky self-esteem.

- from Techniques for Teachers of Adults, NAPCAE, February 1970

Every man who knows how to read has it in his power to magnify himself, to multiply the ways in which he exists, to make his life full, significant and interesting.

- by Aldous Huxley

L earning is a human right

I deas will bring words into

T houghts, for man is a "thinking animal"

E ducation brings man knowledge;

R eading exercises his mind and improves his ability.

A bility is of little account without opportunity!

C reating opportunity is our literacy task for fulfilling man's

Y earning for learning.

- Literacy Lingo, St. Louis, Missouri, Sept. 1973

QUOTES FOR INSPIRATION AND STIMULATION

By Dr. Frank C. Laubach

I have noticed that when I forget other people I become fatigued quickly. When I am reminded of my purpose and start again holding people, seen and unseen, before God, a new exhilaration comes to me, and all the fatigue vanishes. The joy which I have within cannot be described.

If you sit down beside an illiterate as your equal, your heart overflowing with love for him, and with a prayer on your lips that you may help him to a new vision, if you never frown or criticize, but look pleased and surprised and praise him for his progress, a thousand silver threads wind about his heart and yours.

You think it is a pity they cannot read, but the real tragedy is that they have no voice in public affairs, they never vote, they are never represented in any conference, they are the silent victims, the forgotten men, driven like animals, mutely submitting in every age before and since the pyramids were built.

We must school ourselves to love people because they need love and not because they are attractive. As a matter of fact, the people who need us most are those whom others do not love at all.

The greatest thrill I have ever had is to see the joy in a person's face when he first learns to read. I would rather see that than to eat.

The illiterate cannot read books but he does read human nature. He knows in a second whether your smile is a sincere brotherly interest. You must learn to love people not for what they are now, but for what you can help them to become.

CONTRAST BETWEEN CHILDREN AND ADULTS

CHILDREN	ADULTS
Have little experience of knowledge.	Have long experience and extensive knowledge in some areas.
Have unlimited time--are future oriented.	Have limited time; are oriented to to the present; pragmatic.
Can accept some failure.	Need encouragement; cannot accept even a small failure.
Can be compared to other children.	Should never be compared to adults; compare personal progress.
Will accept grades.	Are fearful of grades.
Will accept teacher as an authority figure.	Will not accept tutor as an authority figure.
Have few outside distractions.	May have many compelling outside distractions.
Can be directed and supervised.	Prefer to learn as much as they can on their own.
Can be assigned busy work.	Will not accept busy work.
Can accept need for instruction.	Frequently ashamed of need for instruction.
Can be treated firmly.	Must be treated with dignity and respect.
Are under legal compulsion to attend school.	Are volunteer participants.
Will require discipline.	Present no discipline problems.
Will appear at stipulated times.	Will require frequent follow-up.
Will accept abstract learnings.	Will demand concrete and practical learnings which can be applied to personal and real problems.
Will accept inferior teaching techniques, methods, and materials.	Will recognize unsuccessful methods and techniques and inferior materials.

POSITIVE CHARACTERISTICS OF ADULT LEARNERS

YOUR STUDENT MAY HAVE (USUALLY DOES HAVE):

--unusual coping skills,

--superior memory and ability to memorize,

--an uncanny ability to 'read' you, your sincerity, and genuineness by your body language, emotions, and attitudes,

--unusual enthusiasm & eagerness,

--unusual and interesting experiences to share,

--superior manual dexterity,

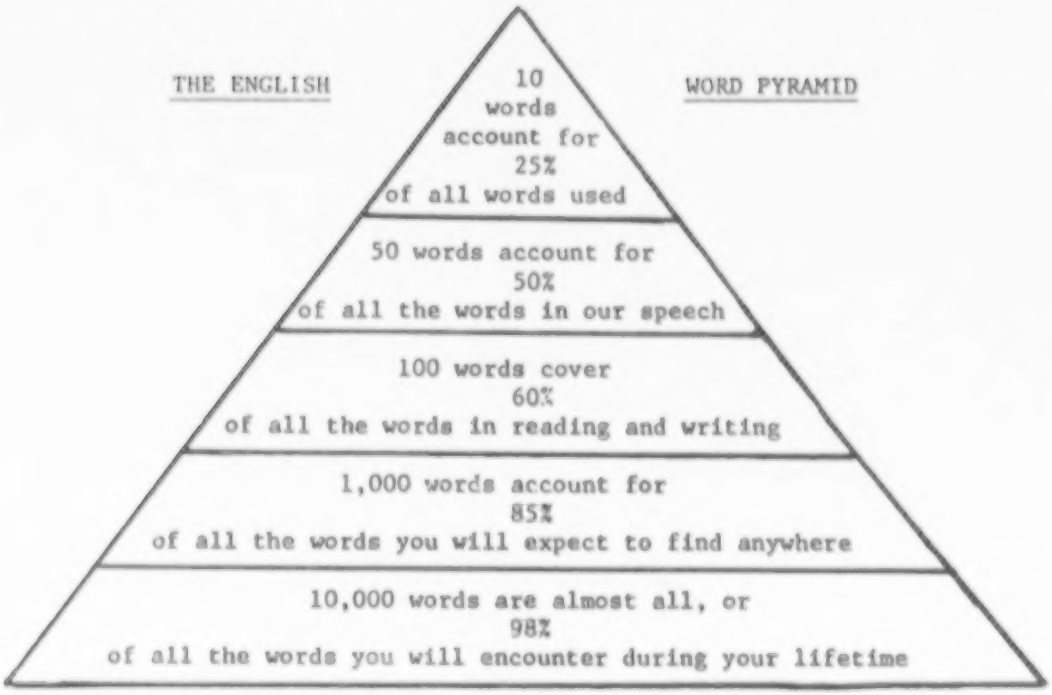
--to his credit, tremendous accomplishments,

--the same potential as any other adult,

--an unusually appreciative nature,

--skill in argument and 'conning' (creative manipulation).

THE ENGLISH WORD PYRAMID



The 10 most useful words in English are:

a and be for have in of that the to

These 50 words are used most often in writing letters:

1.	I	11.	it	21.	at	31.	very	41.	do
2.	the	12.	that	22.	was	32.	my	42.	been
3.	and	13.	if	23.	with	33.	had	43.	letter
4.	to	14.	your	24.	but	34.	our	44.	can
5.	a	15.	have	25.	on	35.	from	45.	would
6.	you	16.	will	26.	is	36.	am	46.	she
7.	of	17.	her	27.	all	37.	one	47.	when
8.	in	18.	are	28.	so	38.	him	48.	about
9.	we	19.	not	29.	me	39.	he	49.	they
10.	for	20.	as	30.	this	40.	get	50.	any

These 50 words are found most often in what you read:

1.	the	11.	he	21.	at	31.	we	41.	there
2.	and	12.	you	22.	on	32.	ask	42.	this
3.	a	13.	for	23.	have	33.	all	43.	as
4.	to	14.	had	24.	but	34.	one	44.	out
5.	of	15.	is	25.	me	35.	from	45.	said
6.	I	16.	with	26.	my	36.	are	46.	would
7.	in	17.	her	27.	not	37.	were	47.	what
8.	was	18.	she	28.	be	38.	or	48.	their
9.	that	19.	his	29.	him	39.	when	49.	no
10.	it	20.	as	30.	they	40.	up	50.	if

There are about a half million words in the largest English dictionary, but you can expect to see most of them very rarely, only in 2% or less of everything you read.

- Source unknown.

THE EACH ONE TEACH ONE WAY

To summarize the teaching philosophy of Dr. Frank C. Laubach is always to speak of C O M P A S S I O N :

C Cut "no" out of your vocabulary.

O Observe what your student knows; respect and build on this knowledge.

M Make certain you respect his time; begin and end promptly.

P Prepare your lessons carefully; confidence begets confidence.

A Allow your student to progress at his own pace and to teach himself as much as possible.

S See that your student gets honest praise and encouragement.

S Save unnecessary chatter until after the lesson.

I Introduce something new in every lesson.

O Offer friendship and understanding; but avoid patronizing.

N Notice and encourage ways in which your student can teach you.

SOME CHARACTERISTICS OF ADULTS AS LEARNERS AS COMPARED WITH CHILDREN

1. Adults are more realistic. They have lived longer and have a different perspective of life. They no longer see life through rose-colored glasses, but as a set of realities.

2. Adults have had more experience. They have insights and see relationships not discerned by children. They have a sense of what is likely to work and what is not - a sort of accumulated wisdom.

3. Adults have needs which are more concrete and immediate than those of children. They are impatient with long discourses on theory and like to see theory applied to practical problems.

4. Adults do not comprise a captive audience. They attend voluntarily and if interest is lacking, they are inclined to stop attending.

5. Adults are used to being treated as mature persons and resent having teachers talk down to them.

6. A corollary of point 5 is that adults enjoy having their talents and information made use of in a teaching situation.

7. Adult groups are likely to be more heterogeneous than youth groups. Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and intelligence levels than youth.

8. Adults through their fifties, and sometimes well beyond that, can learn as well as youth, although because of a slowing up of physical equipment they may not perform some school tasks as rapidly as children.

9. Adults attend classes often with a mixed set of motives - educational, social, recreational, and sometimes out of an overdeveloped puritanical sense of duty.

10. Adults are sometimes fatigued when they attend classes. They appreciate any teaching devices which add interest and a sense of liveliness: variety of method, audio-visual aids, change of pace and a sense of humor.

Taken from: A Guide for Teachers and Teacher Trainers
(NAPCAE, 1966) Robert L. Derbyshire, Consultant.

WHAT IS POVERTY?

You ask me what is poverty? Listen to me. Listen without pity. I cannot use your pity. Listen with understanding.

Poverty is living in a smell that never leaves. It is a smell of young children who cannot walk the long dark way in the night. It is the smell of milk which has gone sour because the refrigerator doesn't work and it costs money to get it fixed. It is the smell of rotting garbage.

Poverty is being tired. I have always been tired. They told me at the hospital when the last baby came that I had chronic anemia and that I needed a corrective operation. I listened politely. The poor are always polite. The poor always listen. They don't say that there is no money for the iron pills or better food or worm medicine. Or that an operation is frightening and costs so much. Or that there is no one to take care of the children.

Poverty is dirt. You say, "Anybody can be clean." Let me explain about housekeeping with no money. Every night I wash every stitch my school-age child has on and hope her clothes dry by morning. What dishes there are, I wash in cold water with no soap. Even the cheapest soap has to be saved for the baby's diapers. Why not hot water? Hot water is a luxury. I do not have luxuries.

Poverty is asking for help. I will tell you how it feels. You find out where the office is that you are supposed to visit. You circle that block for four or five times; then you go in. Everyone is very busy. Finally someone comes out and you tell her you need help. That is never the person you need to see. You go to see another person and, after spilling the whole shame of your life all over the desk between you, you find that this isn't the right office after all.

Poverty is looking into a bleak future. Your children won't play with my boys. My boys will turn to other boys who steal to get what they want. And my daughter? At best there is for her a life like mine.

"But," you say to me, "there are schools." Yes, there are schools. But my children have no books, no magazines, no pencils or crayons or paper. And most important of all, they do not have health. They have worms. They have infections. They do not sleep well on the floor. They do not suffer from hunger, but they do suffer from malnutrition.

Poverty is cooking without food and cleaning without soap. Poverty is an acid that drips on pride until all pride is worn away. Some of you say that you would do something in my situation. And maybe you would - for the first week or the first month. But for year after year after year?

From the book Teaching the Culturally Disadvantaged Adult by Curtis Ulmer, 1973, Prentice Hall, Inc., Englewood Cliffs, N.J.
Reprinted with their permission.

"DUET" READING
(also called Neurological Impress Method)

PURPOSE: To increase the student's fluency of reading and vocabulary by reading aloud with the tutor. To help the student read faster, with more confidence, and to begin to discover that reading is fun.

TO BE USED WITH: Students who have <u>some</u> reading ability but who are reading hesitantly, word for word, or with no expression.

IT WORKS! A California study showed an average gain of 2.2 grade levels among students with severe reading handicaps who had received 7½ hours of instruction in this method over a 6-week period. The method has also been used with students who have a stuttering problem.

<u>Description of Method</u>

CHOOSE SOMETHING THAT'S A LITTLE "TOO HARD" FOR THE STUDENT Help the student select something to read that is about 2-3 grade levels above the student's reading ability. The material should be on a topic of interest to the student. The material may be a book, a magazine or newspaper article, a pamphlet or a brochure.

BEGIN READING TOGETHER: The tutor and student begin to read the book aloud <u>together</u>. The tutor reads at a normal speed, trying to use expression and following punctuation. The student reads along, trying to keep up with the tutor.

USE YOUR FINGER: The tutor <u>must</u> move his/her finger beneath the lines being read. This helps the student keep up, and acquire practice in reading from left to right, and in bringing his eye back to the beginning of each new line without losing his place.

KEEP GOING: The tutor should continue to read at a normal rate even if the student hesitates over a word or falls slightly behind. After a few sessions using this method, it will become easier for the student to keep up. It will be a challenge, and he will begin to look ahead at coming words to keep from falling behind.

<u>If the student stops completely</u>, the tutor should also stop, give both a chance to rest, offer the student encouragement and begin again. Try spending at least <u>ten minutes</u> at the end of <u>each</u> tutoring session using this method.

NO QUESTIONS:

Do not stop to explain the meaning of a word unless the student requests it. Do not ask any questions to see if the student understood the story. The material is to be used ONLY as an oral reading exercise.

IS THE BOOK TOO HARD OR TOO EASY?

If the student keeps up with little effort, the tutor should use more difficult material so that it will be a challenge. If the student has a great deal of difficulty in keeping up, recognizes few words, and is becoming very frustrated, the tutor should use easier material.

KEEP IN MIND:

Do not ask the student to read aloud from the material by himself. Since it is above his reading level, it may be a frustrating experience.

Occasionally the tutor may wish to spend a few minutes reading aloud to the student. This should be from material of interest to the student; it can be several levels above his reading level.

It will help motivate the student to improve his own reading in order to be able to read and enjoy similar material on his own.

Many students with reading problems were never read to as children, so this can be a valuable experience in helping them in several ways. It can motivate them to practice reading on their own. It can introduce stories that parents can orally tell their children.

Translation of Reading Exercise #2

Facial expressions and head movements

Can you tell how someone feels about you by reading body language? Authorities claim you can, from the look of scorn, however fleeting, to the subtle nods and bright eyes that say someone is receptive to your thoughts.

Katie, seventeen, says, "My friend's mother doesn't like me. I know she doesn't." I asked Katie why she thought this. "Well, for one thing, she doesn't look at me when I talk to her," Katie explained. "She looks away toward the door or across the room, as though she wants to escape. And sometimes she looks at me as if to say, 'You look funny in those clothes.' I guess it's the way her eyes look cold and her lips are pressed together. She doesn't need to say one negative word to me." The mother's body language had sent a message loud and clear.

Imagine a look of mockery on your own face. Teeth come together, lips close with a slight downward turn. Usually we are quick to erase such a look from our face before others see our inner thoughts. If you are observant, though, you may learn to catch all the meaning behind the mask people wear - or think they wear. As you become more in tune with body communications, you will know when to give your friends or your parents a wide berth. You will spot the times people are tense. You will also begin to understand your own body language, to be aware of what messages you send.

NOTE: If you use this exercise, remind the trainees that although the students may be poor readers of printed material, they are probably very good at reading our body language. We should always be aware of what messages we send.

Reading Exercise #3: to demonstrate the Neurological Impress Method
Rewritten by Billie Norman from
Understanding Body Talk, Elizabeth McGough

fashul eckspretions and hed moovmints

can yu tel how sumwun feals ubowt yu bi reding boddi langwij? authoryteas klame yu can, frum thu luuk uv skorne, however phleting, too thu suttle nods and brite ize that sae sumwun iz reeseptyv too yor thauts.

katee, cevintene, sez, "mi frends muthir duznt like mee. i noe she duznt." i askt katee whi she thaut this. "well, for wun thing, she duznt luuk at mee when I tawk too hir," katee ecksplaned. "she uks uwae tord thu dor or ukross thu rume, as thoe she wonts too esscaip. and sumtimes she looks at mee as if too sae, 'yu luuk phunnie in those klothes." i ges its thu wae hir ize luuk cold and hir lips ar presst toogethir. she duznt nede too sae wun negutiv werd too mee." thu muthirs boddi langwij had sent u messij lowd and klere.

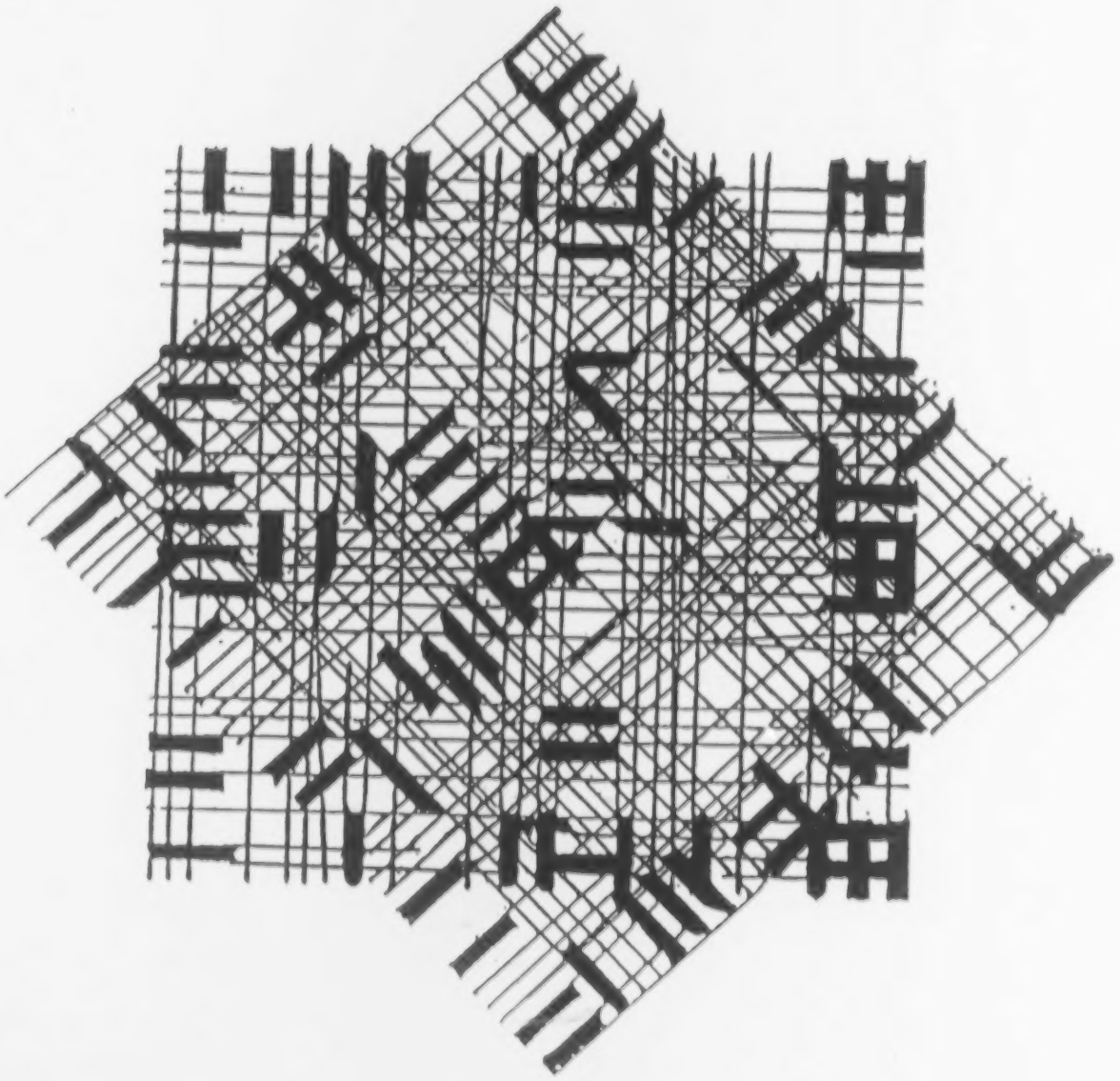
emmajin u luuk uv mokkirie on yor fais. teeth kum toogethir, lips kloze with u slite downwerd tirn. uzhuully we are kwik to eerace such u luuk frum owr fais beefor uthers see owr inner thauts. if yu are obzirvint, thoe, yu mae lirn too kach all mening beehind thu mask peepul ware - or think thae ware. as yu beekum moar in toon with boddi cumunicaissions, yu will noe wen too giv yor end's or yor parints u wide burth. yu will spot thu times peepul are tens. yu will aulsoe beeginn to understand yor one boddi langwij, too bee uwair uv whut messijez *yu* send.

WAYS TO SAY "GOOD FOR YOU"

That's really nice.
Thank you very much.
WOW!
That's great.
Keep up the good work.
Much better.
Keep it up.
Good job.
What neat work.
Terrific.
Beautiful.
I'm proud of you.
Excellent work.
Marvelous.
Groovy.
Right on.
For sure.
Sharp.
That's clever.
Very creative.
Good thinking.
Exactly right.
Super.
Superior work.
Out of sight.
Nice going.
Far out.
Fantastic.
Sensational.
Tremendous.
Perfect.

That's quite an improvement.
You really outdid yourself today.
Congratulations. You only missed ____.
That's right. Good for you.
I appreciate your work.
My goodness, how impressive!
You're on the right track now.
Great! Let me shake your hand.
It looks as if you put a lot of work into this.
Very interesting.
That's an interesting way of looking at it.
Now you've figured it out.
Now you've got the hang of it.
That's a good point.
That's a very good observation.
That certainly is one way of looking at it.
You've got it now.
You make it look easy.
That's coming along nicely.
I knew you could do it.
That's better than ever.
Spectacular performance.
You have just about mastered that.
You're doing that much better today.
Keep working at it. You will get better.
You are really going to town.
I have never seen anyone try harder.

There are SIXTEEN Words written here!



Open a New World

Teach an Adult to Read

ADULT LITERACY
TRAINER OF TRAINERS WORKSHOP

Thursday, February 16, 1989
9:00 AM-4:00 PM
Lunch on your own.

WORKSHOP IS TO BE HELD THURSDAY PRIOR TO THE REGIONAL ADULT LITERACY CONFERENCE. TRANSPORTATION WILL BE PROVIDED FROM HOTEL TO ALLEN ISD.

WHERE:
Allen ISD Administration Boardroom
200 South Cedar, Box 13
Allen, TX 75002
Allen is located 25 miles north of Dallas on U.S. 75.

WHO SHOULD ATTEND:
-Persons responsible for training adult literacy tutors.
-Prior tutoring experience with adult students at 0-4 grade reading level is highly recommended.

RESTRICTIONS:
-Only individuals representing nonprofit organizations (libraries, schools, churches) will be allowed to enroll.
-Participation in the workshop must be approved by the workshop leader prior to February 3, 1989.

TUITION:
No cost, tuition paid for by Library Services and Construction Act Grant awarded to Allen Public Library. (1988-89)

PREREGISTRATION:
Allen ISD Adult Right to Read Program by February 3,1989
Call (214) 727-6022 or 423-9401. Provide name, address, phone, organization, experience and method(s) used. WORKSHOP LIMITED TO 20 PARTICIPANTS.

CANCELLATION:
NOTIFY BY FEBRUARY 3.

Trainer will be Ruth Pringle, Director (since 1982) of Allen ISD Adult Right to Read Program. Mrs. Pringle has trained over 700 tutors in Allen and the Northeast Texas area since 1933. Her training includes: Laubach, Literacy Volunteers of America, Alphabetic Phonics (LIFT), Baltimore County Design (sight reading), English as a Second Language, Jefferson County Adult Reading Program (North Carolina), as well as numerous Texas State, Regional, and Co-op Adult Education Workshops plus International Reading Association/Texas Council Workshops.

Allen ISD, Community Ed - Adult Right To Read Program
200 S. Cedar, P. O. Box 13, Allen, Texas 75002 • (214) 727-6022 • 423-9401

ALLEN ISD ADULT RIGHT TO READ
and
ALLEN PUBLIC LIBRARY
TRAINER OF TRAINERS EVALUATION

GOALS:

AWARENESS: to aid programs in planning awareness materials for training tutors.

UNDERSTANDING THE NON-READER: to help experienced tutors project the understanding of the non-reader to all new tutors that they will train.

DEVELOPING TUTOR SKILLS: to review various methods and/or materials to give trainers additional methods to use when tutoring or training tutors.

EXCHANGE OF INFORMATION: to exchange informacion within the programs of Northeast Texas to facilitate teaching non-readers to read, write, spell, comprehend, and do simple computation.

PLEASE COMPLETE AND RETURN. CONSTRUCTIVE CRITICISM IS WELCOMED.

DATE OF THIS WORKSHOP:_____

1. Do you understand why and how to use demographic figures that lend credibility to your literacy program rather than sensational figures that can be found in the media? _____
How do you decide what figures to use?

_____
_____
_____
_____

Do you believe the figures YOURSELF? _____
What additional information might be included?

_____
_____

2. The capability of projecting 'understanding a non-reader' is critical for an effective literacy program and for maintaining a good retention rate.

Have you been supplied with enough and the right kinds of materials that, with YOUR experience as a tutor, you feel you can teach tutors to understand a non-reader?_____
If no, what would help you? _____

_____
_____

If yes, what has helped you the most?_____

_____

3. Every individual can learn more tutoring skills by having additional methods and/or materials available to use.

Did you learn, or have reinforced, some additional ideas for lessons and/or methods with non-readers that you can supply to the tutors you are training to aid your literacy program?

_____

Which ideas might you use in your own personal tutoring?

_____

_____

_____

What needs to be added or changed in this section, keeping in mind that not all the programs represented, use the same method?

_____

_____

_____

_____

_____

4. Was the exchange of information of the programs present helpful? _____

Do you have suggestions to help us benefit from the exchange?

_____

_____

_____

Would you be interested in a summary of this exchange? _____

PLEASE FEEL FREE TO COMMENT ON THE BACK OF THIS SHEET.

THIS WORKSHOP WILL BE HELD AGAIN, FEBRUARY 16, 1989, THURSDAY, PRIOR TO THE REGIONAL ADULT LITERACY CONFERENCE ON FEBRUARY 17 AND 18, 1989. YOUR CONSTRUCTIVE CRITICISM AND IDEAS WILL BE CONSIDERED.